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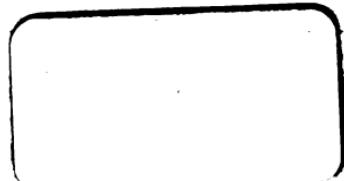
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# LESSONS

FOR

## BEGINNERS IN READING

BY

FLORENCE BASS

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BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1899

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Norwood Press  
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## INTRODUCTION.

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THESE lessons are adapted to the needs of beginners, and should precede the work of the regular First Reader.

The work is begun in script because children learn more rapidly that which they attempt to reproduce. Thus writing may be profitably begun with the reading.

However, the book has been so planned that any one desiring to do so, may omit the script lessons and begin with the lessons in print.

In this work the author has aimed to make use of what is best and most helpful in the "sentence," the "word," and the "phonic methods," believing that there is much of value in each, and that each has its proper place in teaching the child how to read.

The children should observe and talk about some beautiful plant. One or two of the sentences they use in conversation may be written upon the board; for example, those in Lesson I.

From the sentence, they learn the words of which it is composed. These words should be used many times in other sentences, and the children should have much practice in writing them.

For seat work, at this stage, children should have boxes of written word-cards containing the words which they learn.

These are easily prepared on the hektograph. In the boxes may be placed, also, simple pictures of a leaf, nut, seed, flower, etc., prepared in the same way, also pieces of cardboard of the colors mentioned. This will give profitable employment in matching color names to their color, and object words to the picture. By use of these written words sentences from the board may be copied, and later, children may express their own thoughts about some leaf, nut, or flower given them.

Up to a certain point it is very easy for children to learn new words as wholes ; but as new words multiply, confusion arises. If the child forgets words, there is no way for him to know them again unless he is told, as at first. This leads the child to form a habit of depending upon others. To avoid this the child must have thorough work in phonics.

As a preparation for this work children should have

considerable practice in naming words, the sounds of which are given by the teacher. The ear is thus trained so that children may be able to recognize the word when it is "sounded."

When the transition to print is made, the sound of the letter may be connected with the printed form. Print and pronounce slowly *c-a-n*. Which part of the word says *c* (sound of *c*)? What sound do you hear last, and so on? Then what is the sound of this letter "n"?

Pronounce many words containing each sound and have the children tell whether they hear the sound first or last in the word.

Children are now ready for the "synthetic" method, and are able to discover new words for themselves and to recall old ones. As the child learns more sounds, he becomes gradually more self-helpful.

Care has been taken to present at first but one sound of each letter, and when words are used involving other sounds, to teach such words as wholes.

Much thought has been given to the selection of themes for these lessons, because it is believed that the interest depends largely upon a proper selection of subjects.

In the beginning, particularly, little children should see and handle what they are to talk about. Leaves,

flowers, nuts, and seeds are chosen as subjects for the first lessons because they may be had in such variety and abundance, because they present such beauty of coloring, which is always very attractive to children, and because they may be made still more attractive by the live teacher.

There is another reason why these objects are particularly well fitted for use in the beginning : they furnish the best opportunity for the continued association of the words with the objects, and also for the repetition of words.

For example, in the script lessons there are but twenty-eight words used, yet it is easy to keep the work alive by the daily use of the objects mentioned ; learning to know their names, their coloring, and some simple things in regard to their growth, their purpose, and the changes they undergo.

Later, the lessons touch upon subjects a little more remote, such as children's plays and toys. Regard for animals, the proper attitude of children toward one another and toward their parents, are suggested in some of the lessons.

A beginning is made also in giving the little ones some ideas of the moon, and the stars, of little people in other countries, and of early conditions in this country.

It is not the intention to teach color by the use of this little book. Only such colors have been selected as will cause the least confusion, and as seem to be known by nearly all children of six years. The colors are those which are most abundant in the fall of the year, when children enter school.

By the constant repetition of the old words, and by the introduction of comparatively few new ones, by the use of many short sentences, and a large number of easy lessons, it is believed the children may be able to read fluently before they encounter the difficulties that usually come so early in a First Reader.

Three little stories have been included. These may be read to the children to aid in giving them the poetic view of some of the objects mentioned.

It is further suggested that the little ones be made familiar with Henry Ward Beecher's beautiful stories of "An Anxious Leaf" and "Coming and Going," in "Norwood."

There are also to be obtained many beautiful nature poems within the children's comprehension, which will further the same purpose.

These lessons are not intended to displace any black-board or observation work done by the wide-awake teacher,

but rather to supplement such work by providing lessons upon the same subjects as the children have studied.

It is hoped that they may prove a time-saver to such teachers, by furnishing them with material such as they would otherwise have to prepare, at great expenditure of time and labor, on hektograph or printing-press.

That this little book may add interest to the work of both teacher and pupil, is the earnest wish of

THE AUTHOR.

INDIANAPOLIS, IND.,  
November, 1898.

[ viii ]

leaf



leaf

flower



flower

stem



stem

bud



bud

seed



seed

nut



nut

red



red

green



green

yellow

yellow

brown



brown

white

white

black



black

leaf green The  
flower red is



The flower is red.

The leaf is green.

I  
a  
yellow  
see



I see a flower.

The flower is yellow.

I see a yellow leaf.

I see a green leaf.

nut

brown

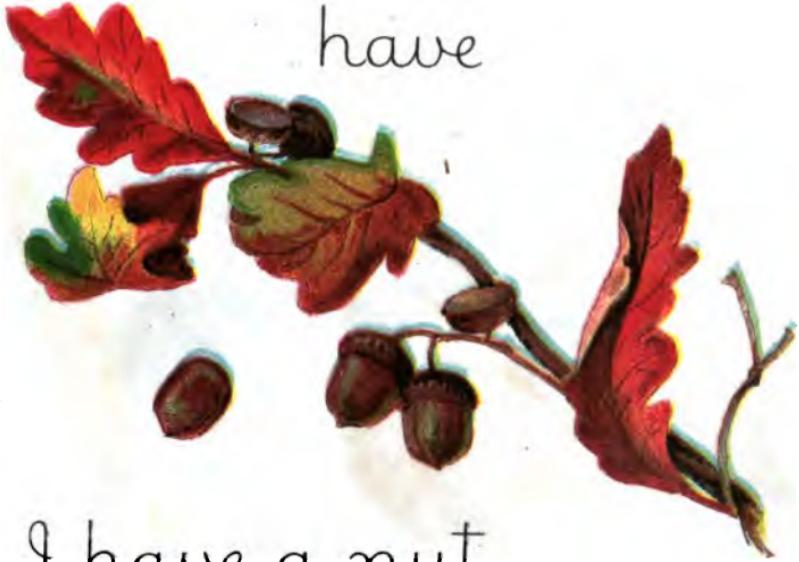


I see a nut.

The nut is brown.

I see a brown leaf.

See the brown nut.

A close-up photograph of a branch from an oak tree. The branch features several leaves in various stages of autumn color, ranging from deep red to yellow and green. Three acorns are visible, hanging from the branch by their stalks.

have

I have a nut.

The nut is brown.

I have a brown leaf.

I see a red leaf.

seed

not



I have a seed.

The seed is brown.

I have a flower.

The flower is not brown.

It

bud



I have a red flower.

I have a bud.

It is a flower-bud.

See the green leaf.

I have a green leaf.

I see a brown nut.

The seed is yellow.

I see a yellow flower.

The leaf is brown.

I see a red flower.

I have a nut.

It is not a brown nut.

It is green.

I have a yellow leaf.

I have a red flower.

The bud is green.

I have a red leaf.

The flower is yellow.

The nut is brown.

I have a red seed.

I have a bud.

It is not a green bud.



can

fly

I see a seed.

It is brown.

The seed can fly.

See the seed fly!

white

and



See the flower!

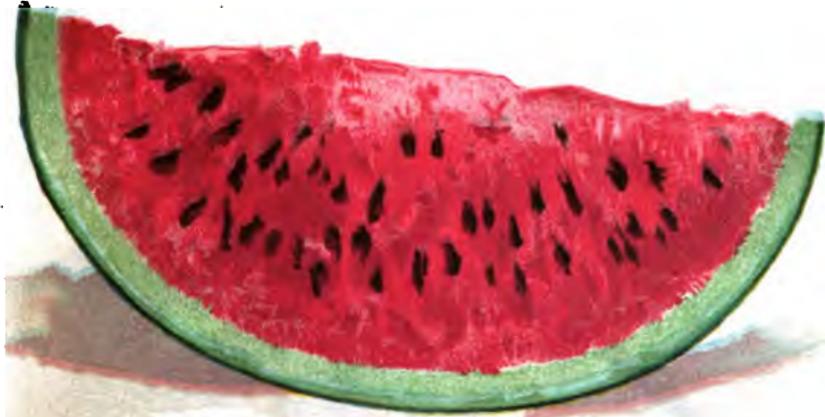
It is yellow and white.

I see a green bud.

It is a flower-bud.

am

black



I am a seed.

I am not white.

I am not a green seed.

I am black.

stem

has



I see a leaf.

It is red and yellow.

It has a red stem.

See the yellow leaf!

The flower is not red.

It is a yellow flower.

I have a brown leaf.

The leaf can fly.

I have a seed.

It is not green.

I have a green bud.

I am a black seed.

I can not fly

The flower is not white.

The seed is white.

The flower is red and yellow.

It has a stem.

The stem is green.

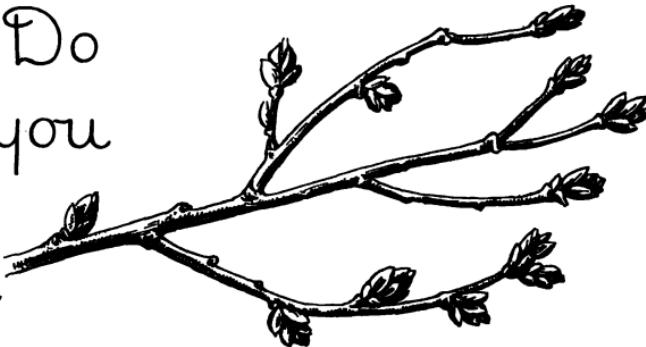
I have a green bud.

It has a green stem.

It is a flower-bud.

The leaf is red and green.

Do  
you



Do you see a bud ?

It is not green.

It is not a flower-bud.

It is a leaf-bud.

A leaf-bud is brown.

jump



Do you see a seed ?

It can not fly.

It can jump.

Can you jump ?

See the brown seed!

It has a brown stem.

Can the brown seed fly?

The leaf is red and yellow.

The stem is green and yellow.

See the yellow flower!

It has a green stem.

You have a white flower.

The flower can not fly.

I see a white flower.

It has a green stem.

The leaf-bud is brown.

It is not green.

I have a flower-bud.

Do you see it?

It is green and yellow.

I see a green bud.

It is a flower-bud.

I The is yellow a  
I The is yellow a  
It see leaf stem  
It see leaf stem



I see a leaf.  
It is yellow.  
I see the stem.  
The stem is yellow.  
See the yellow stem!

can not brown green  
can not brown green



I can see the leaf.  
It is not yellow.  
It is not green.  
The leaf is brown.  
The stem is brown.

red flower and white  
red flower and white



I see a flower and a leaf.  
The flower is not red.  
It is white.  
The stem is green.  
The leaf is green.

Finding sounds:

bud

can

bud

c--a--n

you

c a n

you

Do  
Do

By sight:  
pretty



Do you see the flower?

It is yellow.

The flower is pretty.

The leaf is green.

The bud is green and yellow.

am

am

nut

nut

Finding sounds:

am

a -- m  
a            m

black

black

have

have



I am not a brown nut.

I am not black.

I am a green nut.

I have a stem.

Do you see it?

**Making Word:**

m      ā      n

**m--a--n**

**man**

**has**

**has**



I see the man.

The man has a pretty flower.

The flower has a stem.

It has a leaf and a bud.

Do you see the bud?

Finding sounds:

seed  
s -- ee -- d  
s      ē      d

Making word:

m      ē  
m -- e  
me

seed  
seed

fly  
fly



By sight:

like  
to

Do you see me?

I am a green seed.

I have a stem.

I can fly.

I like to fly.

Making word:

s      eē      n

s-- eē -- n

seen



I see a white seed.

I do not see a black seed.

I have seen red seeds.

I have seen brown seeds.

Have you seen green seeds?

Finding sounds:

nut

n--u--t

n    ū    t

Making word:

s    ū    n

s--u--n

sun



I have a pretty flower.  
It is yellow and brown.  
It has a green leaf.  
It has a green stem.  
It is a sunflower.  
Can it see the sun?

Finding sounds:

is  
i---s  
I      S

By sound:

in  
bud--s  
flower--s

By sight: leaves.



See the brown buds!

The buds have leaves.

I do not see the leaves in  
the buds.

Have the buds flowers?

**By sound:** tĕn, sănd.    **By sight:** play

I have a tin can.

The can has sand in it.

The sand is white.

White sand is pretty.

I like to play in the sand.

Do you like to play in it?

Words for drill, using sounds learned:

ă	ă	ü	ee	i
at	an	cut	see	in
sat	man	nut	sees	tin
mat	tan	mud	seen	sit
cat	mad	cud	seed	mit
am	sad	sun	seem	dim

Find sounds: g and r from green.

By sound: trēē.



I see the tree.

It has pretty leaves.

Has the tree green leaves?

Has the tree buds?

I can not see the buds.

By sound: căt, rŭn. By sight: likes.



I have a pretty cat.  
It is a white cat.  
It likes to play.  
Do you see it play?  
Run, run, pretty cat!  
I like to see you play.

**Find sound:** ö from not.

**By sound:** dög, Töm.

**By sight:** loves, too.



See Tom and the dog!  
The dog is black.  
The dog loves Tom.  
Tom loves the dog.  
The dog can run.  
Tom can run, too.

By sound: **Ön.**



I see a tree.

I do not see a leaf on it.

I do not see a nut.

The tree is not green.

It has leaf-buds on it.

Can you see the leaf-buds?

**By sound:** dig.

**By sight:** ant.



Do you see the ant?  
It is a brown ant.  
It can run on the sand.  
The ant can dig.  
Have you seen it run?  
I have seen the ant dig.

**Find sounds:** l and f from leaf.

**By sound:** its, feet, feed, eat.

**By sight:** caterpillar.



A caterpillar is on the leaf.

It is a green caterpillar.

I see its feet.

Can you feed it?

It can eat the leaf.

It likes to eat leaves.

Do you like to see it?

By sound: little, Fān, döll.



See little Fan !  
I see the doll Fan has.  
Is it a little doll ?  
Fan loves the doll.  
I see you, little Fan.  
I see you love the doll.

Find sounds: j and p from jump.

By sound: spün, üp, sleēps.

jump

jump

By sight:

cocoon.



See the brown cocoon!

A green caterpillar spun it.

The cocoon is up on a tree.

The caterpillar is in the cocoon.

It sleeps in the cocoon.

I do not see the caterpillar.

Words for drill, using sounds learned:

i	ä	ü	ú	ö
fin	fat	up	dull	on
fit	fan	cup	gull	nod
fill	rat	pup	muff	got
till	rag	sup	cuff	cot
rill	tag	gun	puff	dot
pill	map	fun	jug	lot
pin	lap	tug	just	top
pit	tap	mug	jump	pop
Jill	sap	rug	must	doll
Jip	rap	dug	dust	Poll
rim	nap	pug	us	John
rig	clap	run	fuss	Tom

**By sound:** āpple, cūt, plānt.



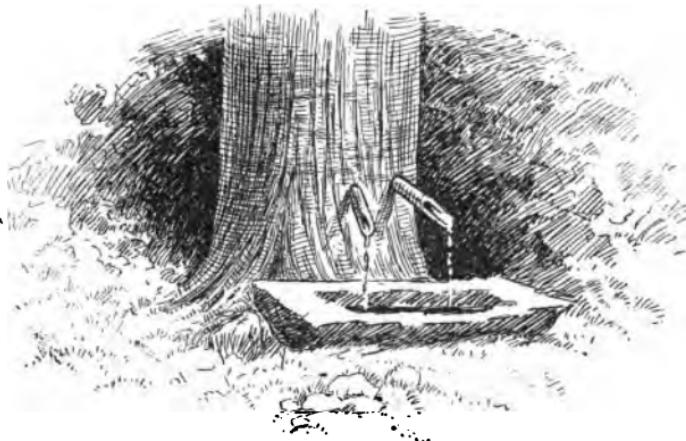
I have a pretty apple.  
It is red and green.  
It has a brown stem.  
I can cut the apple.  
It has brown seeds.  
I can plant the seeds.  
I can eat the apple.

**By sound:** tōp, spīn, fūn.



Tom has a red top.  
See the top spin!  
Can you spin a top?  
Tom can spin it.  
I can spin a little top.  
It is fun to spin a top.  
Do you like a top?

By sound: săp, frõm, drõp.



See the tree!

It has sap in it.

See the sap drop from it!

A leaf has sap in it.

Can you see the sap in a leaf?

A flower has sap, too.

Find sound: b from bud.

By sound: bēe, big, still, sit.



The big bee is on a flower.  
It can eat from the flower.  
It can not eat from a bud.  
Sit still, big bee!

I see you on the red flower.  
I can run from you.  
You can fly from me.

By sound: büg, bügs. By sight: Lady.



Do you see the little bug?  
It is red and black.  
It is a Lady-bug.  
Lady-bug is on the stem.  
It can see little green bugs.  
It can eat the green bugs.  
The little Lady-bug can fly.

By sound: Bŭn, răbbăt, bēet tōps,  
ēărs, müst



I see you, little rabbit.  
You have big ears.  
I love you, little Bun.  
I feed you beet tops.  
You must not run from me.  
You must run from the dog.

Find sound: **y** from **fly**.

By sound: tr**y**, off, if, p**o**d.



I have a seed pod.

It has little brown seeds in it.

The little seeds can fly.

Fly off, little seeds.

I like to see you fly.

I can not fly, if I try.

By sound: mȳ, drȳ, müg, you - r.



I see you, little fly.  
You sit on my mug.  
I see you dry your feet.  
Do you like to fly?  
I can not fly.  
I can run.  
Can you run too?

**Find sound:** ē from rēd.

**By sound:** nēst, lēft ēggs.

**By sight:** bird, bird's.



See the little nest!

It is up in a tree.

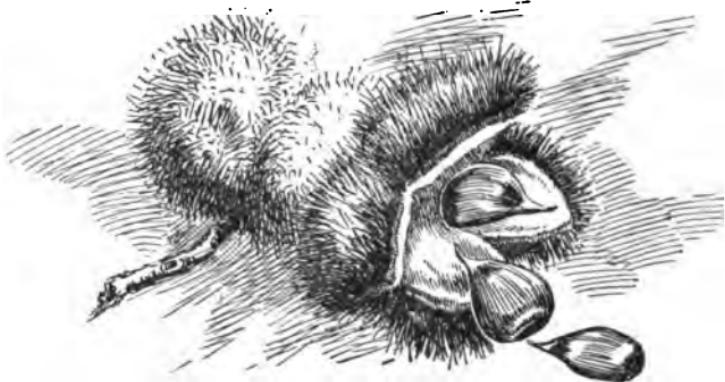
It is a bird's nest.

The bird has left it.

Has the nest eggs in it?

I do not see the bird's eggs.

By sound: *fĕll*, *sōft*.



See the little brown nut!  
It fell from the tree.  
It fell from its soft nest.  
Its nest is brown.  
The nut is brown.  
The nut is a seed.  
I can plant the nut.

**By sound:** băg, göt, sĕll, lĭft.

I have a big bag.

I have nuts in it.

I got the nuts from a tree.

I must sell my nuts.

Can you lift my bag?

I can lift it.

Words for drill, using sounds learned:

ă	ȳ	ĕ	ĕ
bat	by	set	bell
bad	my	pet	fell
bag	sly	let	sell
cab	try	get	tell
Rab	cry	met	fed

Give sound: W.

By sound: pōnd, wět, will, gět, cǎp.

By sight: into.



My cap fell into the pond.  
It is my little red cap.  
I can not get it.  
It will get wet.  
I must have it.  
A man can get it.

**By sound:** wěnt, wǐnd, lět.



See the little brown seed!  
It has a brown stem.  
The stem is on a little leaf.  
The seed fell from a tree.  
Off it went in the wind!  
Let me see you fly, little seed.

By sound: ūs, wē, swīm, Spōt.



Let us run to the pond.  
It will be fun to run.  
We can not swim in the pond.  
We can see Spot swim.  
Run on, Spot!  
Let us see you swim.

By sound: frög, lög, müd.



I am a big frog.  
I like to sit on the log.  
See me jump into the pond!  
I can swim in the pond.  
I can sleep in the mud.  
Can you swim?  
Can you jump?

By sound: Rőb, wěll.



O Rob, see my cap!  
It fell into the well.  
Will it get wet, Rob?  
Can you get it?  
I will try.  
Get it, if you can, Rob.

Find sound: k from black.

By sound: silk, kill, wĕb, áš.

By sight: spider.



See the pretty web!

It is as soft as silk.

The big, black spider spun it.

I like to see a spider spin.

The spider sits upon the web.

Do not run from me, big spider.

I will not kill you.

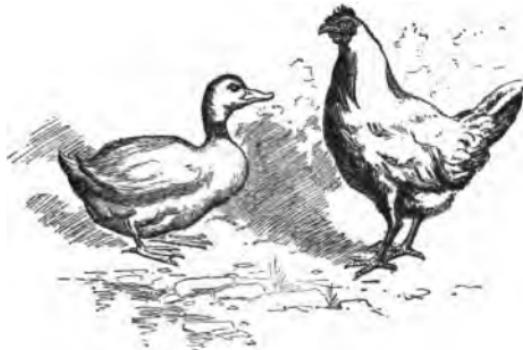
**By sound:** pick, stick.    **By sight:** tight.



I am a brown seed.  
I can not fly.  
I can not jump.  
I can stick to you.  
I am a “stick-tight.”  
You will try to pick me off.  
I will not drop off.

Find sound: h from has.

By sound: hěn, důck, bút.



See the hen and the duck!  
The duck has web-feet.  
The hen has not web-feet.  
The duck can swim.  
It can not run well.  
The hen can run, but it can  
not swim.

By sound: hē, him, hānd, pět.



I have a pet bird.  
See him sit on my hand!  
My bird loves me.  
I feed him seeds.  
He will eat from my hand.  
He will not fly from me.

Give sound: Z.

By sound: búzz, dùst. By sight: honey.



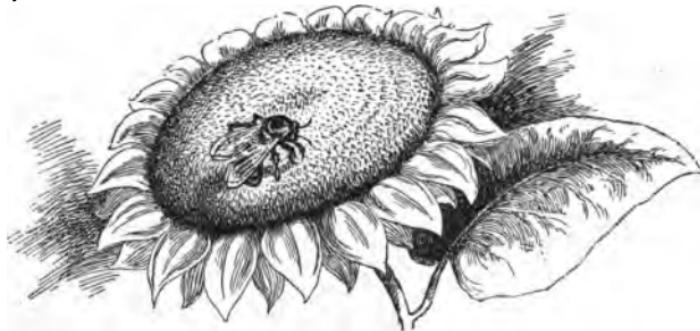
I see a bee on a bud.  
It can buzz, buzz.  
Fly to a flower, you big bee!  
Can you get honey from a  
flower?  
You can get flower-dust.  
Do you eat flower-dust?

By sound: Něd, pink, eyes. By sight: blue.



See my pet rabbit!  
It has pink eyes.  
My cat has green eyes.  
I have black eyes.  
Ned has brown eyes.  
Rob has blue eyes.

By sound: sweet, stānd.



I see a big bee.  
He is on a sunflower.  
Do not run from him.  
Stand still and see him.  
See the yellow dust he has!  
He gets it from the flower.  
Is the flower-dust sweet?

Find sound: V from have.

By sound: lív̄es, vělvět, hěr̄e.

By sight: cat-tail.



Here is a cat-tail.

It lives in the pond.

It is as soft as velvet.

It has little brown seeds.

The seeds can fly off.

The cat-tail has green leaves.

Give sound: qu.

By sound: queēn, quick.



Be quick! See the big bee!  
It will fly off.  
It is a queen bee.  
Is it not a big bee?  
Have you seen queen bees?  
I have seen queen bees and  
queen ants.  
Can the queen ant fly?

By sound: squirrĕl, lím'b, hĕd, crăck.



Here is a little squirrel.  
He sits upon a limb.  
He lives in the tree.  
He hid nuts in the tree.  
The squirrel can crack a nut.  
I like to see him eat it.

Give sound: X.

bōx, wăx, lĭd, drĕss.



I have a big box.  
My doll is in it.  
Lift the lid and see my doll.  
It is a wax doll.  
It has a white dress.  
I love my pretty doll.

**Words for drill, using sounds learned:**

wē	kēep	hěn	hăvē	ōx
wěll	keēn	hăd	gīvē	fōx
wět	kiss	hăt	līvē	bōx
will	kīll	hīt	věst	ăx
wīlt	kīd	hīš	vīšīt	wāx
wēed	bäck	hīll	quīck	tăx
wīnd	säck	hōt	quit'	Măx
wěnt	Jäck	hūnt	queēen	sīx
wīn	läck	hănd	queēer	fīx
wīnd	cräck	hēed	quīlt	mīx

Give sound: ch.

six, give, chicks, peep, meal.



I see six little yellow chicks.  
I do not see the hen.  
Peep, peep, little chicks!  
I like to feed you.  
I will give you meal to eat.  
Will you eat from my hand?  
Do not run from me.

Give sound: ī.

finē, ridē, slidē, slēd, Nēll.



Rob has a red sled.  
It is a big, fine sled.  
Rob will run to the pond.  
He will give Nell a ride.  
It is fun to ride on a sled.  
It is fun to slide, too.

Give sound : ō.

snōw, blōw, sō, cōld, hōpe.



See the soft white snow!  
I like to see the snow.  
I can ride on my sled.  
I hope the wind will not blow.  
The wind is so cold.  
I do not like the cold wind.

Give sound: ā.

cāmē,

mātē,



mādē,

bȳ,

hīs.

A bird came to the tree.  
His little mate came, too.  
The birds made a nest.  
I must not play by the tree.  
The birds will not like it.  
The nest has eggs in it.  
By and by little birds will  
be in the nest.

Give sound: ū

ūşø, tūnø, drüm, fläg, hăt.



Tom has a flag and a drum.  
The flag is red, white, and blue.  
He has the flag in his hat.  
He likes to use the drum.  
He can not play a tune.  
Have you a drum?

**Words for drill:**

chill	căñ	hōp	bĭt	cŭt
chĭp	cānĕ	hōpĕ	bītĕ	cūtĕ
chĭn	căp	rōb	dīm	tŭb
cheēk	cāpĕ	rōbĕ	dīmĕ	tūbĕ
sŭch	hăt	nōt	hĭd	ŭs
mŭch	hătĕ	nōtĕ	hīdĕ	ūşĕ
tphiuch	păñ	rōd	fĭn	cŭb
ēach	pānĕ	rōdĕ	fīnĕ	cūbĕ
pēach	măt	pōp	pĭn	plŭm
rēach	mătĕ	pōpĕ	pīnĕ	plūmĕ

Give sound: ô.

côrn, fôr, hôrse, kînd, Dîck.



Dick is a kind horse.  
I can ride on him.  
Here is sweet corn for him.  
He likes corn to eat.  
I like to pet Dick.  
He likes to have me pet him.

Give sound: sh.

fish, shē, glōbē, fīns.



Fan has a little fish.  
She has it in a globe.  
The fish has fins.  
See it swim in the globe!  
I like to see it swim.  
Fan feeds the fish.  
It can live in the globe.

Give sound: a.

fall, all, balls, saw, had.



I saw a big tree.

It had little brown balls on it.

It had brown leaves, too.

The balls will fall off.

Here is a ball from the tree.

All the leaves will fall off.

Buds will be left on the tree.

**Words for drill:**

f <small>i</small> sh	sh <small>e</small>	ôr	all
d <small>i</small> sh	sh <small>i</small> p	fôr	ball
w <small>i</small> sh	sh <small>y</small>	côrn	call
h <small>u</small> sh	shîn <small>g</small> e	nôr	tall
r <small>u</small> sh	sh <small>o</small> p	hôrse <small>g</small>	hall
cr <small>u</small> sh	sh <small>u</small> t	hôrn	wall
s <small>a</small> sh	shôw	côrd	small
l <small>a</small> sh	sh <small>ä</small> ll	côrk	fall
r <small>a</small> sh	sh <small>e</small> ll	fôrk	saw
d <small>a</small> sh	sheep	shôrt	law

Give sound: ou.

house, out,

snail, hide, shell, back, of.



Here is a snail.

He lives in a shell.

The shell is his house.

He has it on his back.

He can hide in the shell.

Can he get out of it?

Give sound: OW.

cow, how, down, milk, drink.



See the white cow!  
How still she stands!  
She is down in the pond.  
She likes to stand in the pond.  
She can drink from the pond.  
The cow gives us milk.  
I like milk to drink.

Give sound: ä.

äré, fär, stärş, fínd, dípper, ský.



Here is a big dipper.  
It is made of stars.  
Stars are far up in the sky.  
How far off the stars are!  
A bird can not fly so far.  
Can you find the big dipper  
up in the sky?

Give sound: ur.

burn, öxēn, dräg.



Here is a log house.  
The man lives in it.  
See him cut down the tree!  
Oxen will drag the log to  
the house.  
The man will burn the log.

Give sounds: er and ir.

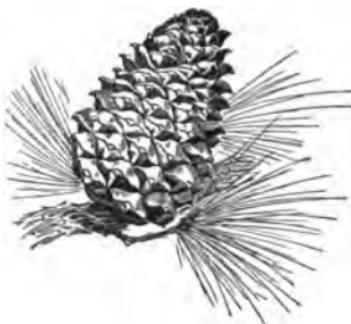
girl, her, dear, rock, sat.



Nell is a dear little girl.  
She sat down to rock her doll.  
Little Nell went to sleep.  
Her doll is not asleep.  
Sleep on, little Nell!  
The doll will be still.

Give sound: th.

this, them, pine, cone, did.



This is a pine cone.  
It fell down from a big tree.  
It had little brown seeds in it.  
Did the seeds fly off?  
I do not see them.  
Pine seeds can fly in the wind.

Give sound: ſ.

kitti

věry

purrſ

fur

lap

rüb



Here is my pretty white kitty.  
She likes to sit in my lap.  
I like to rub her soft fur.  
Kitty likes to have me rub her.  
She sits very still and purrs.  
I love my pretty kitty.  
She loves me, too.

Words for drill:

<b>ou</b>	<b>ow</b>	<b>ä</b>	<b>th</b>
out	cow	äré	this
about	how	far	thät
our	now	car	thěn
flour	down	star	thěm
house	town	dark	they
mouse	brown	mark	thēsé
round	crown	park	thōsé

<b>ur</b>	<b>er</b>	<b>ir</b>	<b>ý</b>
burn	her	sir	věrý
hurt	fern	fir	prěttý
purr	servé	girl	Něllý
curl	jerk	bird	wěndý
turn	Bert	first	děstý

Give sounds: oy and y.

boy,

y<sup>e</sup>t,

yärd,

räke,

now.



I am a big boy now.

I have a big rake.

See me rake up the leaves!

I like to rake the yard.

The leaves are not dry yet.

I like to burn dry leaves.

Give sound: oo.

root, food, next, year, grow, make.



Here is a big root.

It has food in it.

It is a beet.

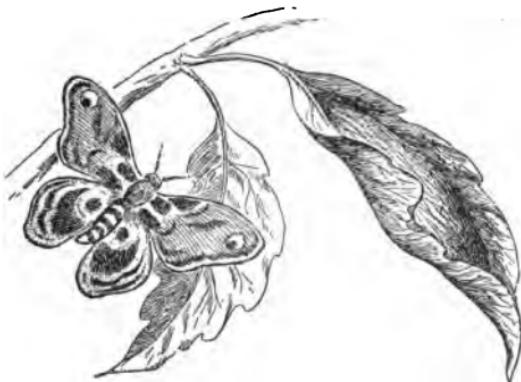
This plant did not make seeds.

Next year it will grow.

It will have little flowers.

It will have seeds, too.

Give sound: th (soft).      glăd, thick, mōth.



See this pretty moth!  
It came out of a thick cocoon.  
Are you glad to get out,  
pretty moth?  
You can not eat leaves, now.  
Can you eat from a flower?  
You can fly well.

Give sound: oo.

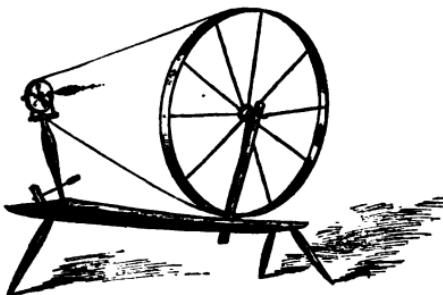
woods,  
brook,  
home,  
ôr,



with,  
steal,  
held,  
their.

I went into the woods.  
I sat down by the brook.  
Little seeds held to my dress.  
I did not see them.  
They came home with me.  
They like to steal a ride.  
They can not fly or jump.

Give sound: wh.      wheēl, wōmān,  
woōl, cloōth, shēep, wās, thēn.



Here is a big wheel.  
It was used to spin wool.  
A man cut the wool off a  
sheep.

A woman spun the wool.  
Then she made it into cloth.  
She made a dress of the cloth.

**Give sound:** å.      läst, påst, mōon,  
wēek, round, cărs.



See the pretty round moon!  
Last week it was not round.  
The moon is back of the tree.  
I can run past the tree.  
I can not run past the moon.  
The cars can not run past  
the moon.

Give sound: ç.      īçé, nīçé, nôrth,  
lămp, clôthes, wrm, our.



I live in the cold north.  
Our house is made of snow  
and ice.  
A lamp warms our house.  
See my fur clothes!  
They are nice and warm.  
I have a pretty sled.

Words for drill:

<b>oy</b>	<b>y</b>	<b>oo</b>	<b>th (soft)</b>
boy	yĕs	too	thin
toy	yĕt	noon	thick
Roy	yärd	soon	thrēē
coy	yĕll	room	thănk
Troy	yφūr	sch <u>oo</u> l	th <u>ink</u>

<b>oo</b>	<b>wh</b>	<b>ā</b>	<b>ç</b>
good	whĕn	ask	īce
book	whȳ	task	nīce
look	whip	fast	rīce
cook	whīte	class	mīce
brook	which	glass	fāce
woods	whåt	grass	lāce
shook	whīnē	pass	plāce

Give sound: ng. sǐng, swǐng, bābȳ,  
sōon, mämmä, wătch.



See our dear baby boy!  
I like to swing him.  
I can sing to him, too.  
Soon he will be asleep.  
Then I must be very still.  
Mamma likes to have me  
watch baby.

Give sounds: *oi* and *g*.      *noise*, boiler,  
*engine*, *what*, toy, *whistle*.



Ned has a toy engine.  
It has a little boiler.  
See the little whistle!  
Can it make a noise?  
Ned likes to see the engine  
run.  
What makes it run?

**Give sound:** ó. cōmē, sōmē, sēem,  
nīght, kēep, whēn, clōshēd, ôpen.



Night has come.

See the little leaves!

They seem to be asleep.

All the leaves have closed.

They try to keep warm.

When will they open?

Some flowers close at night,

too.

Give sounds: ê and â. winter, need,  
whêre, thêre, bâre, dôes, ärms.



Here is a little brown baby.  
It is warm where she lives.  
Cold winter does not come  
there.

She does not need warm  
clothes. See her bare arms!  
Her feet are bare, too.

Words for drill:

ng	oi	g	o	e a
s <small>ing</small>	coi <small>n</small>	âge <small>þ</small>	son	hare <small>þ</small>
w <small>ing</small>	join	pâge <small>þ</small>	done <small>þ</small>	hair
r <small>ing</small>	joint	câge <small>þ</small>	come <small>þ</small>	stare <small>þ</small>
b <small>ring</small>	point	stâge <small>þ</small>	some <small>þ</small>	stair
th <small>ing</small>	moist	lärg <small>þ</small>	mother	wear
cl <small>ing</small>	boil	gěntle <small>þ</small>	lov <small>þ</small>	bear
r <small>ung</small>	toil	rídge <small>þ</small>	dov <small>þ</small>	where <small>þ</small>
s <small>ung</small>	noise	brídge <small>þ</small>	wonder	there <small>þ</small>
l <small>ong</small>	voic <small>þ</small>	lödge <small>þ</small>	brother	tear

## STORY OF A SWEET PEA.\*

ONE bright spring day, a tiny plant, with two very small green leaves, peeped up from the dark earth.

“How bright the sunshine is, and how fresh the air!” it said, and a thrill of joy went through the little plant at being alive and awake in the beautiful world.

“I wish I might grow higher,” said the little plant to itself.

Then the tiny rootlets began feeling about in the ground for something to feed the young plant, so it could grow.

Day after day they sent food up the stem to the growing plant. Day after day the

\* These stories are designed to be read to the children in connection with the lessons in the early part of the book.

plant grew bigger and stronger. It sent out many more leaves, and each day, with its clinging tendrils, it climbed toward the blue sky and the bright sun.

Daily it rejoiced in the brightness around it, in the beauty of its own leaves, and in the grace of its slender stem and twining tendrils.

One day it began to think, "I wonder if I could not make a still more beautiful thing than my green leaves and curling tendrils."

Soon a tiny bud began to form. In a few days the bud opened into a dainty flower.

Now the pea-vine was content. "What can be more beautiful," it said, "than my bright blossom; what more pleasing than its sweet odor or delicate coloring? I am sorry for those plants which cannot make such flowers."

Then the little flower began to think, too. "Am I to do nothing but look pretty? All spring and summer the plant has toiled for me. Daily, the roots and the leaves have taken food from the earth and air. The stem has brought it to me. Can I in no way repay all this labor? Is there nothing that I can do?"

Just then a bee came droning along and rested upon the pretty flower. To her the dainty blossom whispered its trouble. The bee must have whispered a secret, too, for after her visit the blossom seemed content.

Before many days its graceful head drooped, and then, ere long, the pretty flower was gone.

In its stead was a tiny green pod. Each day the pod grew bigger and bigger. The cool fall days came. Upon the vine hung the

flower's work,—now no longer a green pod, but a brown one, filled with five little round, black seeds.

In each little seed was wrapped a tiny germ that could grow into a new pea-vine, and bear other beautiful flowers next year.

Now the little sweet pea was happier than ever. And no wonder! She was thinking of those five wonderful seeds,—each seed being a promise of many beautiful flowers another year.

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#### THE STORY OF A MOTH.

ONE day last fall a great green caterpillar was crawling slowly along on the ground.

“Oh!” he said, “how cold it is growing! What is to become of me? I cannot fly away,

as the birds do, and I do not wish to go down into the mud, as the frogs have done.

"I fear Jack Frost will soon come and catch me. I believe I will try to build me a warm house.

"Where can I find a good place to build? Not on the ground; some giant might step on my house.

"Birds build up in trees; why should not I? Yes, that is just the thing to do."

So up the maple tree Caterpillar started. It took him a great while to crawl up, but he kept on very patiently.

At last he found a twig that suited him very well. "I shall make my house the color of this twig," he said; "for then, it can not be easily seen."

Caterpillar began to spin fine threads

around his body and over the twig in a curious way.

"How glad I am that I can stay right here and make my house," he thought. "I do not have to go back and forth with straw and grass, as the birds do."

So he spun and spun for a long time. By and by his house was done, and he was asleep inside.

No door or window had this queer little house. No visitors were expected to come in, and Caterpillar did not need to look out, for he expected to sleep all winter.

He would find some way of getting out when the time came.

All through the long, cold winter his house swung back and forth on the maple bough.

No cold hurt him,—no wind waked him.

No hunger came to him, because he had eaten so much before he went into his house. Sleep, sleep, seemed to be all he needed.

Finally the cold winter was over, and the bright spring came again.

The frogs came up from their warm beds in the earth. The birds returned from their long southern trip.

Then a strange thing happened: There appeared a tiny hole in the brown house, and out came,—not a caterpillar at all,—but a beautiful creature with four pretty wings!

How could that be? Surely nothing but the caterpillar went in! The house has been shut tight all winter,—how, then, could a winged moth come out?

It sounds more wonderful than a fairy story, but it is perfectly true.

While he was asleep, he changed to this beautiful shape.

"Ah!" he said, "Mother Nature has been very kind to me while I slept. Now I can fly as well as the birds."

And away he flew, as happy as a lark and as beautiful as a rainbow.



#### A WONDER-BOX.

IT is a very little box. It is black, and round like a ball. It has no lid. There is no key to it. There seems to be no way to open it.

But the box really can be opened, only it must be done in just the right way, or nothing will be found in it.

Neither you nor I can open it in the right

way. If we should take a strong knife and cut it open, we should say, "Why, there is nothing in it; it is only a little solid ball all the way through.

"The next time we find one we shall not trouble ourselves about it. We shall just throw it away." And so we do.

Out upon the ground the little round ball goes sailing from our hands.

It rests upon the soft brown earth. It sinks deeper and deeper into the ground. Now it can not be seen. It seems to be gone forever.

Not so. The Maker of the wonder-box has not forgotten it. He knows how to open it. He sends some little fairies to unlock it.

The Rain-fairy comes to the little box and taps upon it. Lo! it grows bigger.

The Sunshine-fairy calls from above. Now

the box begins to open. Up into the air springs a tiny green-coated messenger. Down deeper into the earth go slender white runners.

Higher and higher grows the vine,—for a vine it is. Deeper and wider spread the roots.

No magician ever took so much out of so small a box as the Rain-fairy and Sunshine-fairy have called from this tiny wonder-box in the ground. And, after all, it is not so strange, for this little box was a real live thing. But it was fast asleep. The good fairies have waked it up, and it is beginning to eat and grow. It is growing for something, too.

It is going to make more wonder-boxes, and leave in them the power with which it itself started.

So far as we can see, it has nothing to make them of, except the moisture, the air, and the sunshine.

But it goes on with its work, until at last, behold what it has done,—roots, stem, leaves, buds, flowers, seeds,—a hundred times itself has this one little wonder-box brought forth!

Every seed is just such a wonder-box. Although some of them are so tiny, each has this strange power.

Some hold trees, some little plants, some big ones—plants of different sizes, shapes, and kinds.

No seed ever makes a mistake. It is sure to make a plant and seeds just like itself.

